DOCUMENT RESUME

ED 408 396 UD 031 749

AUTHOR Hellriegel, Kimberly L.; Yates, James R.
TITLE Collaboration between Correctional and Public School Systems for Juvenile Offenders: A Case Study.
PUB DATE 28 Mar 97
NOTE 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Agency Cooperation; Case Studies; *Correctional Education; Correctional Institutions; Disadvantaged Youth; Juvenile Courts; *Prisoners; *Public Schools; Secondary Education; Teaching Methods; *Transitional Programs; Urban Schools; *Urban Youth
IDENTIFIERS *Juvenile Crime

ABSTRACT

The educational processes for youth who participated in a county-run correctional facility for juvenile offenders were studied. The county's Leadership Academy, a 48-bed correctional treatment center where juveniles are placed when ordered into direct care, is designed to divert repeat male offenders from the state-run correctional system. The public school district for the county's major city has over 90 schools and serves more than 74,000 students. One area in the school district has a direct relationship with the correctional facility in terms of the flow of residents from the correctional facility to the public school system. The relationship between the two systems and interagency coordination were studied through a qualitative design. Twelve urban school district personnel and 8 correctional facility personnel were interviewed. Both correctional facility personnel and school system personnel indicated concerns about the lack of collaboration and the ineffectiveness of the current system of communication between the two organizations. It appears clear that specific activities are needed to increase trust and communication for both agencies. Little appears to be done to prepare facility residents for the transition from the correctional facility back to the public school system. The education program at the correctional facility seems to focus on independent and self-paced learning of the basics, but formal assessment procedures to determine the appropriate level of instruction are not used. An area of strength in the work of both systems is the sincere interest in facility residents expressed by representatives of both organizations. Recommendations are made to improve coordination between the facilities. (Contains 1 figure and 42 references.) (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 408 396

Running Head: COLLABORATION

Collaboration Between Correctional and Public School Systems for Juvenile Offenders: A Case Study

Kimberly L. Hellriegel

James R. Yates

The University of Texas at Austin

March 28, 1997

Paper presented at the meeting of the American Educational Research Association

Chicago, Illinois.

March 24- 28, 1997

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Kimberly Hellriegel

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

UD031749

Abstract

No factor correlates with officially adjudicated delinquents more closely than a lack of school success. The literature suggests that collaboration between correctional and public school personnel although much needed is often neglected. Using a qualitative approach, school personnel and correctional facility staff were interviewed to investigate the educational process of youth incarcerated in a county-run correctional facility and the relationship between the correctional facility and the local public school. Areas of concerns were identified, implications for interagency collaboration and educational practice are shared.

Collaboration Between Correctional and Public School Systems for Juvenile Offenders: A Case Study

Renewed legislative and organizational interest regarding programming for adjudicated youth is the impetus for this study. The number of American Youth appearing in the juvenile justice system continues to rise. Kratoville (1979) estimated that in 1974 less than one million youth entered the juvenile justice system. Current statistics, however, suggest that in 1993 over two million arrests were made by law enforcement agencies; and in 1992, the latest year that data are available, there were 1, 471,200 cases referred to juvenile court (U.S. Department of Justice, Federal Bureau of Investigation, 1994; U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, 1994). These crimes committed by American youth are not trivial affairs. The FBI classifies serious crimes under eight headings. Four are crimes of violence against persons: murder, forcible rape, aggravated assault, and robbery; and four are crimes against property: burglary, larceny-theft, arson, and motor vehicle theft (Baker, 1991). Americans under the age of eighteen account for roughly one-third of all arrests for these eight index crimes (Baker, 1991). Furthermore, there are indicators of significantly more youth involved in non-reported crimes often referred to as "hidden delinquency" (Jacobson, 1983).

Juvenile delinquency, officially adjudicated, is closely correlated to a lack of school success. A number of researchers, dating back to the 1960's, have found a relationship between delinquent behavior and poor academic achievement (Baker, 1991; Carriker, 1963; Empey & Lubeck, 1963; Gold & Mann, 1972; Kauffman, 1989; Silberberg & Silberberg, 1971). Baker (1991) states,

> School performance is by far the most single predictor of delinquency and future criminality-more accurate than race or economic level or social class, more accurate than any of the sociological variable commonly

> considered to have an effect on the rate of delinquency...Today a boy with poor grades in high school is more than six times as likely to be in trouble with the law as is the youth earning above-average grades (p.61-62).

However, a number of researchers have suggested that delinquents' lack of achievement in school is related to other factors such as truancy, tardiness, relations with peers, and respect for authority (Empey & Lubeck, 1964). Overall, there seems to be little question that a correlation between school failure and delinquency exists. A more current debate revolves around which came first? Is school failure a cause of juvenile delinquency; or is delinquency a cause of school failure? (Baker, 1991).

Historically, this population has been served by various systems namely, penal, judicial, social, and educational; however, there remains a very limited history of these separate systems working together for the rehabilitation of juvenile offenders. There is now a call, and in some cases, legislation that mandates interagency collaboration to serve this population. Youth who engage in criminal behaviors additionally demonstrate low academic performance, truancy, and behavior problems (Lewis, Schwartz, & Ianacone, 1988). Additionally, it is reported that combined disability categories incidence rates ranging from 20%-42% for the correctional population compared to 10%-12% of the general population (Nelson, Rutherford, & Wolford, 1986; Lewis, Schwartz, & Ianacone, 1988). There is also evidence (Lewis et al., 1988) that suggests many adjudicated youth qualify for special education services but are unidentified and unserved. Because of the inverse relationship between academic achievement and criminal activity, an analysis of the relationship and activities of public school systems and the juvenile justice system could prove useful to policymakers and practitioners.

Over the past few years there has been an abundance of opinion that points to the need for integrated service system between juvenile justice and educational systems (Bazelon, 1983; Constable & Walberg, 1988; Elder, 1979; Fredricks, 1994; Karez,

Paulson, & Mayes, 1985; Lewis, et al., 1988; Webb & Maddox, 1986; Swan & Morgan; 1993). However, examples of such integrated services are difficult to find. Bazelon (1983), suggests that if services remain fragmented, children will never be effectively served.

Human Service, Juvenile Justice, and Education personnel often feel overwhelmed with the number and complexity of daily tasks and responsibilities they are required to manage (Swan & Morgan, 1993). This suggests collaboration often results in personnel feeling such activity is "just one more task." According to Swan and Morgan (1993) effective interagency collaboration and success depends on the establishment of new perceptions by agency personnel concerning the roles of their agencies and the relationships among them. Success also depends on their willingness to adjust existing roles, policies, and procedures; ultimately, this success is based on trust. Elder (1979) reports that an effective and ongoing collaboration among community agencies requires an awareness of the need, a belief in its importance, and realization of its potential impact.

The purpose of this case study was to understand the educational process of youth who participate in a county-run correctional facility for juvenile offenders. Throughout this report, 'resident' will be used interchangeably with 'student'. Although residents are 'students', the descriptor of 'resident' was used by both school and correctional facility personnel in this project.

Description of The Juvenile Correctional System

Providing services in accordance with the State Family Code, The County Juvenile court operates under the oversight of the County Juvenile Board, consisting of the County Judge and thirteen District Judges. The County Juvenile Court is organized into five divisions under the supervision of the Chief Juvenile Probation Officer. The five divisions consist of Administrative Services, Detention Services, Probation Services,

Residential Services, and Domestic Relations. Each of these five divisions is administered by a Director.

The County Juvenile court's budget is composed of monies allocated from the County Commissioners Court, the State Juvenile Probation Commission, and the Criminal Justice Division of the Governor's Office.

Description of Correctional Facility

The Leadership Academy, a 48 bed correctional treatment center where juveniles are placed when court ordered for direct care, falls under the Residential Services division of The County Juvenile Court which is administered by the Director of Residential Services. The Leadership Academy is designed to divert repeat male offenders from the State Youth Commission, the state-run correctional system for repeat and/or serious juvenile offenders. Each participant is court-ordered into the program and goes through the program in three phases: secure residential (Secure Component), non-secure residential shelter (Half-way house), and intensive aftercare. The following diagram illustrates the process for youth prior to, in the treatment program, and post-discharge:

Insert Appendix 1
About Here

Prior to admission to the treatment program youth have had some experience with the juvenile court e.g., probation, detention, and so forth. Depending on the individual case, the court may order the youth to participate in the treatment program. If the youth is accepted for admission and the court orders such placement, the youth will enter into the Secure Component followed by the Halfway House/Shelter, and Aftercare. In the event that the resident engages in negative behavior, he may be re-sanctioned back to the

Secure Component or possibly the state correctional facility, the State Youth Commission.

The treatment program includes cognitive skills training followed by family counseling, anger management, substance abuse education, individual and group counseling.

Population characteristics.

The following is demographic information regarding those residents participating in The Leadership Academy. During 1993-1994:

Race/Ethnicity:

Hispanic 41.3% (66 juveniles)
African American 39.1% (63 juveniles)
Anglo American 19.6% (32 juveniles)

Intellectual Functioning: Average or Above

Average Age: 15 years old (Age Range: 11-16)
Beginning 1996 (Age Range: 14-16)

Average Grade Level: 8.8

Description of the Public School District

The Public School District has over 90 schools spread out over 230 square miles in the greater city area. The School District educates more than 74,000 students on some 100 campuses. The district encompasses a diverse population of students comprised of 18 percent African American, 41 percent Hispanic American, and 41 percent White/Other.

The School District is divided into five Areas. Within each Area there are two "Vertical Teams" where Elementary schools feed into Middle and Junior High Schools, which ultimately feed one or two High Schools. Each Vertical Team is managed by an

Area Superintendent who works directly with the Superintendent of The School District and The District School Board.

Due to the geographical location of correctional facility, one Area within The School District has a direct relationship with the correctional facility in terms of the flow of residents from the correctional facility to the public school system. For the purposes of this study, the School District "Area" that has direct interface with the correctional facility was analyzed in terms of the relationship between the two systems. Schools within the Area/Vertical Team encompass inner city schools with a diverse population in terms of ethnicity, linguistic differences, and social economic status (SES).

The High School

The High School is the oldest high school in the District and has approximately 1,525 students. The school is comprised of approximately 9.6% African Americans, 68.1% Hispanic Americans, and 22.3% Anglo/Other. Fifty-six percent of the students participate in the Free or Reduced Lunch Program. Figures from January 1996 indicate that 32.3% of the student population passed all sections of the State Academic Achievement Test.

The Middle School

The Middle School has a student population of approximately 926 students and is the only direct feeder school to the High School. The school is comprised of approximately 9.5% African Americans, 71.9% Hispanic Americans, and 18.6% Anglo/Other. Seventy-one percent of the students participate in the Free or Reduced Lunch Program. Figures posted from January 1996 indicate that 33.3% of the student population passed all sections of the State Academic Achievement Test.

The Elementary School

The Elementary School is one of four elementary schools that are in the direct feeder path to Middle and High School. This is the only elementary school which enrolls resident from The Leadership Academy. The Elementary School has a student population

of approximately 698 students, comprised of approximately 7.2% African Americans, 51% Hispanic Americans, and 35.9% Anglo/Other. Sixty-two percent of the student population participate in the Free or Reduced Lunch Program. According to published figures from the School District's central office, 52.8% of the students passed all sections of the State Academic Achievement Test. Additionally, the District operates an Alternative School specifically for disruptive and behaviorally disordered youth.

Research Purpose and Questions

The purpose of the study was to describe the processes, procedures, and experiences of educational and correctional organizations, and their professional personnel involved in the educational process designed for juvenile offenders who transition from a county-run correctional facility to the local public school system. Additionally, the nature of the relationship between the two agencies was explored. The research questions that guided this analysis were as follows: (1) What is the educational process of the youth participating in The Leadership Academy and (2) What is the organizational relationship between the public school and the correctional facility. Data was collected through both unstructured and semi-structured, open-ended interviews. Additional cross-validation data was obtained from archival records, such as resident's files and educational records found in both organizations.

Methods

A qualitative methodology guides this study. Qualitative designs are naturalistic in that the research setting is not manipulated, changed, or controlled by the researcher. According to Patton (1990), "The research setting is a naturally occurring event, program, community, relationship, or interaction that has not a predictive course established by and for the researcher" (p.39-41).

The researchers sought to gain an understanding of the relationship between the educational and correctional organizations in terms of the educational process of the youth court-ordered to The Leadership Academy. This type of research typically requires

inquiry in the natural setting to gain an understanding of the various perceptions and actions of those organizations and individuals involved in the process.

Participants

Twelve school district personnel and eight correctional facility personnel found in four schools of an urban district and a county juvenile correctional facility were interviewed.

Procedure

Data collection began in January 1996 and concluded in May 1996. The proposal for the study was presented to the Assistant Chief of Residential Services of the correctional facility and the Area Superintendent of the school district. With study approval, each principal was interviewed at the elementary, middle, and high school level as well as at the district designated alternative school. At two schools the principal requested that the assistant principal also be interviewed. One or two teachers in each school were interviewed after being identified by the principal or the correctional facility staff as having taught or as currently teaching a resident from the correctional facility. Three direct care staff and four supervisors at the correctional facility were interviewed as well as the "secure component teacher".

A semi-structured, open-ended questionnaire guided the interview, but participants were provided latitude to address any other personal areas of concern. The questionnaire for school and correctional facility personnel was developed from previous interviews with correctional facility and school administrators which focused on identifying areas of concern and/or issues relating to educating adjudicated youth. From these interviews, several themes were identified used to develop the questionnaire for this study. The questionnaire included 15 general questions addressing areas such as: transition; interagency communication; collaboration; discipline procedures; knowledge of individual students/residents; law, policy, procedures pertaining to Regular and Special Education, characteristics of adjudicated youth; educational and behavioral programming

issues; parent involvement: and aftercare. Anonymity of the respondents was assured due to the sensitive nature of the investigation. Correctional and public school personnel were given the latitude to express their own biases, values, attitudes, and knowledge. The length of the interviews ranged from 30-45 minutes.

Data Analysis

The researcher employed a constant comparative method of analysis in the examination of the data set (Glaser & Straus, 1967). Patterns and themes were then developed based on the interview material detailing the most critical areas of concern and their effects on the student, school, and correctional facility. Eight categories/themes emerged from the data: (1) Interagency Collaboration, (2) Interagency Communication, (3) Transition Plans (4) Parent Involvement, (5) Correctional Facility Education Program: Development and Implementation, (6) Cross-Agency Knowledge, (7) Special Education and Related Services. An eighth category was developed to summarize the areas that the school and correctional facility personnel identified as currently "working well" and those areas needing immediate attention.

Findings

Interagency Communication

Interagency communication was examined by exploring the degree to which information regarding the resident's educational, psychoeducational and behavioral needs was exchanged between the two agencies. The manner in the which information was exchanged, i.e. face to face communication, phone, paper, and who communicated, etc. was identified.

Educational records.

With regard to sharing information about the resident's educational, psychoeducational, and behavioral needs several issues were identified from the interview data that complicate the process. Correctional facility staff reported that they often are unable to obtain comprehensive educational records on the residents due to the

erratic nature of their school attendance. The staff also indicated that the residents have a pattern of dropping out of school or have a history of chronic truancy and/or expulsion. Further complicating accurate information is the high mobility rate of families resulting in a change of schools for the student. The correctional facility staff reported that the Juvenile Probation Officers were responsible for obtaining the resident's educational records and passing them on to the correctional facility staff and the area school personnel. But, as one correctional facility staff member stated, "We often don't get any school records from the P.O. [Probation Officer], it just depends on the P.O.".

Correctional facility records.

Records received are reportedly kept in the resident's file at the correctional facility. However, when reviewing the residents' files, basic educational information such as school attendance history, grades, special education records, achievement test scores, and so forth could not be located.

The correctional facility staff reported that overall there was "No specific information provided to the schools" when the resident transferred from the correctional facility to the public school. A staff member felt a part of the difficulty was they did not know what information was needed and whose responsibility it was to provide the school with the information, "If we have any educational or psychological records we pass them on, but we don't always have them".

School personnel, administrators and teachers, unanimously reported that there was insufficient information provided and that information was not provided in a timely manner by the correctional facility personnel. One administrator reported, "No one even knew what school the resident had been in before; we knew nothing about his background except that he was at the shelter; we had to search for his 'cum' [sic] folder and it was incomplete; we had no idea what grade he was to be in....the information was not adequate". A school counselor reported, "The information provided is sketchy which is a big concern...there is very little documentation...we often don't get any records until

we start looking for them and it is often weeks or months before we get them...it really needs improvement".

Professional staff interaction.

It was reported that school and correctional faculty personnel meet face to face upon enrollment of a resident in the public school. School personnel typically responsible for enrollment include the assistant principal and counselor. The correctional facility personnel responsible for enrollment varied depending upon who was working at the time. Both school and correctional facility personnel reported a lack of continuity in correctional facility staff responsible for educational matters. One school administrator indicated that communication is a problem because, "There are so many different staff involved that I have to keep repeating myself because they don't know what I am referring to-there is little continuity". Another faculty member reported, "The follow-through is problematic, there really isn't anyone to hold accountable for the information you pass on. They need to have a contact person". Another teacher reported, "On one occasion a resident ran away from the shelter and no one ever called me to tell me he was gone. I tried to call the probation officer and the staff several times to find out why he was absent but no one ever called me back. A few weeks later someone finally called me...we could of gotten in a lot of trouble because he was in Special Education and we missed his ARD".

Correctional facility staff reported similar concerns regarding the lack of continuity in terms of the staff involved with the school system. One staff person indicated that when he started on the morning shift (6am-2pm) there was no system in place to document contact with school personnel regarding individual residents. This staff person also reported that although a 'School Contact Log' has been developed to document communication with school personnel, it is used inconsistently and detailed information regarding school issues continues to be "sketchy". Upon review of the contact log, this researcher found it difficult to ascertain who was involved in the

communication surrounding what problem, the mode of communication, and the names of school personnel and details were often absent. Another correctional facility staff member also reported that he did not believe that the log was used consistently. The correctional facility staff suggested that keeping up with school issues was difficult because there were so many different staff members involved and that there is not a staff member on duty throughout the entire day which poses problems in working with school officials.

Both school and correctional facility personnel indicated that the majority of their contact with each other revolved around enrollment, withdrawal, and discipline.

Interagency Collaboration

Interagency collaboration was defined as the degree to which the two agencies united to assess individual needs of the resident/student, programs and services needed and offered.

Collaboration among school and correctional facility personnel varied in terms of the degree of collaboration and the quality of the collaboration. According to correctional facility employees they perceive their relationship and level of collaboration as 'high' or successful at the middle school and 'low' or poor at the elementary and high school level. Correctional facility employees suggested that the main difference regarding the level of collaboration was directly related to school administrator's attitude regarding the residents attending their school. Several correctional facility personnel indicated that one of the principals "wanted" the residents to attend their school and was "supportive" of the program whereas at the other schools, the administration "stereotyped" the residents and indicated that they did not want "anymore criminals". Correctional facility personnel felt that these attitudes, positive or negative trickled down to the faculty and others working with the residents.

Similar perceptions regarding the impact of the principal's attitude regarding the residents were found when interviewing administrators at each school. One principal

suggested that the residents "worldly knowledge about sex, drugs, and gangs" indicates such students are "not appropriate for an elementary school setting regardless of their age". A very similar perception of the residents was reported by a teacher at the same school. Another administrator stated, "We don't like them to be here; we don't know who they are; and they are problematic". However, this statement was followed with concerns regarding the lack of information that they receive on the residents as well as the lack of funding that the school receives for educating children who are not "theirs" and therefore, the school does not receive tax dollars for that child. Again, a similar feeling regarding the residents was voiced by a teacher, she stated, " I don't see why they have to come to our school...they aren't from our area and we don't get any extra resources to teach them".

Another concern related to working with the residents and correctional facility staff was voiced by a school administrator, "There is no trust between us; the center is very protective and they do not tell us anything; the center feels like we are not friendly and we're not-we don't trust each other; when we take all these difficult kids, we need help... then after we get the kids working well, they [the correctional facility] yank them out because they are being discharged from the facility; we only get them when they are having problems".

On the other hand, a vice principle stated, "When I first got here I was told, by our principal, about the residents from the correctional facility and was told that we (the school personnel) are very supportive of the program and that we need to work hard with these kids and give them a clean start"! During interviews with the teachers, they were able to identify the "attitude" or "philosophy" toward the students and it was similar to the "attitude" or "philosophy" reported by the principals during their interview.

In addition, there appeared to be a distinct difference in regard to the degree of collaboration at the different school levels, with the highest level of collaboration and satisfaction at the school where the administration was very supportive of the program. For example, both correctional facility staff and school personnel perceived the quality of

collaboration and their interest in working with each other as "high" or "pretty good" in the school where the principal was outwardly supportive of the correctional facility program and residents. The theme of collaboration centered around the level of positive communication (communication not related to discipline issues) and the feeling that each agency welcomed the other to become more involved.

The correctional facility staff indicated that at the high school and elementary school, they were often unsure if school personnel were interested in understanding the unique needs of individual residents. A staff person stated, "The schools are resistant to even listening about the individual resident; if we go into any detail or take very long, they get irritated...I don't think they care". A common report from correctional facility staff was they have very little contact with individual teachers (except at one school) and had "no idea of who the teachers are". They explained this phenomena as being a result of the school administrators request to deal directly with them instead of working with the teachers.

Correctional facility staff indicated that their collaboration and communication centered around discipline or behavioral issues. Each resident is required to take a daily check-sheet to school as a means of monitoring attendance, grades, and behavior. This check-sheet is turned into the correctional facility staff every Friday. The staff acknowledge that this procedure was potentially a problem because they did not have any direct communication with the teachers and the check-sheet was only reviewed by the staff on Friday. As a result, a resident could have failing grades or behavior problems all week and the staff would not be informed until Friday. A staff member stated, "We could do better in working with teachers on academic issues...we focus on behavioral problems...we really have no idea regarding what happens on a daily basis". The staff expressed concerns about how the check-sheets were completed by the teachers, "I don't think our check-sheets reflect what is really going on...Everything on the sheet can look

good all six weeks, then they get a failing report card or all of a sudden a resident will get suspended for problems that we did not even know he was having".

Another problem identified by the correctional facility staff was the lack of continuity between morning and evening shifts within the treatment program. A staff member stated, "I really don't know what goes on in the 'p.m.', we pass on school information at shift change regarding homework, etc... but I don't know if it gets done".

School personnel appeared to have similar concerns. Several school personnel stated that they felt that collaboration was lacking and that they often received minimal information about the resident and were unaware of individual needs. A faculty member stated,

> They [the correctional facility staff] are involved some...homework is often not completed. I think staff is more concerned about their behavior and giving them consequences than the student achieving in school. I remember a staff person coming to the first open house, but they haven't come to anything since then.

Another faculty stated,

> I have no idea what happens over there or with the staff; they never come to class when I invite them. I have also asked them to come observe and that I wouldn't tell the other kids in the class who they were- I wanted the staff to observe the resident's behavior, etc...they never came.

However, one faculty member had a different perception,

> "They are very good about working with us, but I don't know what goes on at the shelter. They come to removal hearings, for discipline problems, or if the resident has a NG [No grade]. I have seen them at Awards Night and Back to School Night on occasion...I see the staff as being involved, but it is not true collaboration...we haven't sat down together to develop a plan on how we will all work together".

Generally, the teachers expressed concerns regarding the lack of direct communication and collaboration with the staff as they perceive the staff as a surrogate parent while the

resident was at the shelter. A teacher stated, "We need more collaboration, not in the sense of filling out forms because that is only 'one-way' communication...I would like someone to come in and teach me ways to work with these kids." This teacher also expressed concern about the effectiveness of the daily check-sheet, which both the staff and teachers identified as a mode of collaboration, "I will write down what he missed or didn't turn in and many times he never makes up the work and he doesn't come in after school for help... It is frustrating to fill out the sheet and then nothing get done". Another teacher expressed concerns regarding the "Check Sheet". This teacher stated, "No one ever explained to me what the check sheet was for or what was done with it...I rather talk to the staff on occasion".

Transition Plans

Transition planning, is often cited as critical (Edgar, Webb & Maddox, 1987; Lewis et al., 1988; Pollard, Pollard, & Meers, 1994) for the success of individuals going through transitions or major life changes, especially when related to educational achievement and adjustment to a new environment. According to Hutinger (1981), transition planning is defined as "strategies and procedures that are planned and employed to insure the smooth placement and subsequent adjustment of the child as he or she moves from one program into another" (p.8). For the purposes of this study, transition planning was strategies and procedures used by correctional facility and school personnel to prepare the resident for entrance back into the public school system following treatment in the secure component. Transition planning was also analyzed in terms of the transition of the student from the correctional facility area public school back to his home school following discharge. Within the year of treatment at the correctional facility, each resident experiences three major transitions related to educational programming namely, (1) transition from their area school (if currently attending) to the correctional facility; (2) transition from the secure component school to the area public

school; and (3) transition from the area school to their home school at discharge from the facility.

The first transition appears to have the least amount of impact on the public school system or the relationship between the two systems as the majority of the residents were reported to have been chronically truant, suspended, or had already dropped out of school prior to their admission into the program.

However, there does not appear to be a formal transition plan or process in regard to the resident's transition from the secure component school to the area public school or from the area public school to the resident's home school upon discharge. Correctional facility staff reported that there are "No specific transition goals for a resident to accomplish before the resident returns to the public school system". One staff member reported,

> There is no specific transition criteria. When they get out of the secure component they go immediately to public school. We're probably setting them up for failure to go straight from being locked up to having all that freedom. They never fail in school in the secure component, so transition to the public school is based on if they can 'act' right, but sex offenders can't go".

The staff also indicated that the treatment team was currently discussing the need for an "Adjustment Period". The adjustment period includes a one week period in which the resident would transfer to the shelter before being enrolled in the public school. Ideally, this period would allow the correctional facility staff to enroll the student and allow the student to adjust to his new living arrangements and responsibilities. Correctional facility staff reported that the transition process currently includes meeting with the principal or assistant principal to talk about rules, to give a brief history of the resident as well as to give the counselor the resident's grades from the secure component school on the day of enrollment. According to the data, the resident, is enrolled in school the day after he is released from the secure component. School personnel indicated that they needed prior

notice before enrolling the resident. One administrator expressed a great deal of concern regarding the transition process, "They want to bring them over the day they were released and I won't accept them...we need more time and the kids need some time to adjust...it is a set-up for everyone involved". Another administrator indicated that they usually receive information about the resident the day before enrollment and believed that the process was working sufficiently. However, this administrator added that "If we could receive educational records 2-3 days ahead of time" it would be very helpful and the process would go "smoother". This administrator reported that the biggest problem was that the correctional facility staff bring the resident without any prior school records. School personnel also suggested that by getting more information including social-history and academic records, they would be better able to place the resident in the appropriate classroom. In addition, teachers reported frustration that they are often told that the child is a resident of the correctional facility but that no other information is provided. Some teachers indicated that, at times, no information is provided and that they find out that the child is a resident through "rumors" or when they sign the daily check-sheet. The faculty indicated that they would like to work more directly with the correctional facility personnel as it relates to the individual needs of the residents in their classroom.

Transition back to the resident's home school upon discharge from the correctional facility appears to pose additional difficulties. Questions were asked regarding how students were prepared for the change to the new school, how the receiving schools were prepared and if the parent's were involved. One correctional facility staff stated:

> The only criteria that a resident must meet to go to their home school is to be discharged from the shelter. There are no procedures to prepare the students or the home schoolexcept the grades are sent to the school. The probation officer is suppose to monitor progress in aftercare.

Another staff member reported,

> The resident's have a one week pass prior to discharge and that is when

> the parent is suppose to enroll the child in their home school. The child is withdrawn from their current school on the last day before discharge. There is no system in place to monitor the educational progress in aftercare. There are random checks-not formalized...we hope that their 'P.O.' is monitoring them".

A school counselor stated,

> I don't really know if anything is being done to prepare the student for transition. The are often withdrawn from our school the day we find out they are leaving. This is problematic, it doesn't give the resident a chance to say good bye or hear positive things about him. We need to do more and to assist with their transition to the other school. We would like to write letter of recommendations, etc...so the school knows positive things about the resident. A lot of times we don't even know where the resident is being transferred to.

A teacher noted, " We see a big change in the resident's behavior once they know they will be leaving the shelter soon. It is like they know that there won't be any structure anymore and begin acting out. We need to help parents provide structure". School personnel expressed concerns regarding the lack of notice and protocol in the transition process. Overall, school personnel felt that the current practice does not allow them to put "closure" on their relationship with the resident nor does it allow them time to contact the receiving school to inform them of any relevant information regarding the individual needs of the resident. One administrator expressed frustration :

> A big problem is that when the residents are being successful at my school and then they are 'jerked' out and sent to another school. It is really hard on the student and the teachers that have been working with them. It sets the student up to fail".

Parent Involvement

Parent involvement was analyzed in terms of the manner in which parents were included in transition plans, parent education regarding the educational process, preparation of the parent(s) to assume responsibility for monitoring the educational

progress of their child including achievement, attendance, behaviors, extra-curricular activities, special programs, and/or Special Education as it relates to their child.

In general the correctional facility staff indicated that there were no procedures in place to include the parents. A staff member stated,

> Don't really know how they are involved. I know the parents are suppose to withdraw them from school when discharged and enroll them in the home school. I don't know if the parents are notified of their child's educational progress. There are no procedures in place to help teach the parents how to assume responsibility for their kids educational progress. We have little contact with the parents".

Another staff member stated, "Only if the parents seek involvement are they involved. They are informed of their child's progress on a monthly basis...the parents are prepared to assume responsibility if they seek out assistance and take the time to do it!"

School personnel expressed having "no idea" on how the parents are involved or if they could be involved.

Juvenile Correctional Facility Educational Program: Development and Implementation

This category was analyzed in terms of how the existing program was developed, current practices in terms of the mission and goals as well as assessment, curriculum, instruction, and organizational issues which was based on the interview data.

According to the principal at the local Alternative School, a faculty member from the alternative school is provided for the correctional facility educational program as per an agreement "worked out" through juvenile court and the school district. The principal of the alternative school expressed concerns regarding the difficulty in providing supervision to the correctional facility teacher due to the lack of proximity of the correctional facility and time-constraints. The principal had little information to share regarding instructional practices or the format of the secure component school program.

There does not appear to be a clear understanding by the correctional facility staff or the correctional facility teacher on how student's are assessed regarding appropriate

levels of instruction or objectives for the educational program. A few staff indicated that the focus of instruction was on the "basics". The correctional facility teacher stated,

> The focus is on the basics and we try to create an interest in learning...how to find information in books, using the table of contents and indexes. I also tell the residents that if they work hard and are good that their teachers in the public school will 'pass them on'. The kids never fail [In the secure component], their grades are pretty subjective depending on how hard they work. We want them to feel good about school and feel successful.

Generally, the staff reported that the residents work independently, self-paced. The staff also suggested that they focus on the State Academic Achievement Test objectives and were trying to come up with some type of assessment to determine what help the resident needed the most.

Staff were also unaware of how or if residents received Special Education services while in the secure component school. The secure component teacher indicated that issues regarding the implementation of an IEP (Individualized Education Plan) were "irrelevant" because all the students were taught on an individualized basis.

Cross-agency Knowledge

Cross-agency knowledge was explored regarding of the degree of knowledge that personnel in each agency had of the other agency in terms of mission, goals, services, policies, procedures, and organizational structure.

There appears to be a general lack of understanding regarding each agencies mission, goals, and so forth. School personnel stated, "I have no idea what happens over there or with the staff...we need to know more about what is going on in the classroom over there so we can be more prepared to help them when they get here". School personnel also expressed a lack of understanding of parameters for extra-curricular involvement or how they can help residents develop positive social relationships. One administrator stated, " We never know how many kids we may get and they always 'come and go'. We are caught with not enough teachers and it is a funding issue. We need the

staff to help". School personnel expressed concern with why residents were not tested for Special Education prior to enrolling in their school. An administrator stated,

> Why aren't the kids tested for Special Education before they get to school. They are in the secure school for at least three months and should be tested there. They are sent here and are set up for failure. It is not fair to the student.

School personnel also indicated that they knew very little about how a resident "got to the shelter in the first place, not necessarily the individual resident, but the process in itself". Other school personnel stated, "We need to know more about the program, the philosophy and how it works". One teacher expressed concerns regarding the quality of instruction and preparation at the secure component school, " I don't see why the kids are so far behind when they get into my class if they are in school for three months before they get here. The teacher over there should be preparing them for the classes they will be in when they get back to school".

Correctional facility staff reported that they were unaware of the various school policies, programs, and services offered at individual schools. For example, some residents had a psychological completed that indicated a learning disability or an emotional disturbance; however, the educational goals, at the correctional facility, for these residents were no different than the educational goals for other residents without a disability. Correctional facility staff also indicated that if a resident had not been receiving Special Education Services prior to admission into the treatment program, they did not know how to identify emotional, behavioral, or other disability areas that would qualify a resident for special education, Section 504 services or other programs and services that the school offered.

The correctional facility staff reported that they had little knowledge of formal and informal processes to access special services in the public school system nor did they

have a clear understanding of the various programs and services offered by the school. A staff member stated, "Besides sports, I have no idea what the schools have to offer".

Special Education and Related Services Provided

The area of Special Education was analyzed in terms of the level of understanding among correctional facility and school personnel regarding Special Education law, rules and regulations, ARD (Admission Review Dismissal) process, identification issues as well as student and parent rights and responsibilities.

Correctional facility personnel.

Correctional facility staff indicated that they have little information regarding special education qualifying conditions. A few staff members reported that they knew basic information about the ARD process, but had little knowledge regarding special education law, services, transition plans, student discipline, re-evaluations, accommodations, knowledge on how to request testing, etc. No staff members were aware of how Section 504 of the Rehabilitation Act related to public schools or what the implications were for the residents.

One staff indicated that Special Education was a "Joke" because the residents did not learn anything and that it was just a way to keep the resident's "isolated" and in a self-contained classroom. This staff member was unaware of other Special Education services such as content mastery, resource rooms, or the idea of providing academic accommodations in the regular classroom.

Public school personnel.

School personnel varied in terms of their involvement with Special Education. For example, they indicated that, to their knowledge, very few of the resident's had been identified for special education services upon enrollment. School personnel expressed concerns regarding why the residents had not been tested while in the Secure Component. As mentioned, school administrator stated, " Why aren't the kids tested for Special Education before they get to school...". A special education teacher stated, "I think all of

the kids that come from the shelter need special education or other services, but I only come in contact with a few". Another school administrator stated, "We don't have these kids long enough to determine the appropriate placement...they come here for a couple months and then leave". This administrator also mentioned that because of the short length of attendance in their school, the correctional facility should be responsible for testing and identifying the appropriate placement.

Strengths, Weaknesses, and Recommendations To Improve Current Practice

School personnel felt that the biggest help from the correctional facility staff was their willingness and availability to pick the residents up from school when they are having behavioral problems. Overall, school personnel believed that the staff "really cared about the residents" which was helpful because they often work with guardians or parent-figures who do not care. School personnel had several suggestions to improve the resident's academic achievement and to improve the collaborative relationship. They suggested:

1. Teachers need to be more involved with the individual needs of the residents;
2. It is better when the correctional facility staff come up to the school to get information regarding the resident's attendance, grades, behavior, or other records-Not over the phone;
3. One correctional facility staff member should to be designated as the contact with the school since there are a large number of people involved;
4. Residents should be strongly encouraged to participate in programs and activities sponsored by the school such as tutoring, counseling, clubs, and so forth;
5. Residents should not be transitioned to their "home school" until the end of the semester, avoiding pulling the resident out mid-semester which should help avoid the increased possibility for failure;
6. There should be assessment for special education for residents with possible disabilities; the assessment should occur while the residents are in the secure component;
7. The correctional facility staff should talk to the teachers about what the shelter is and the individual needs and circumstances of the resident to help decrease teacher's held stereotypes and anxieties;

8. Residents need to be prepared to enter the regular classroom through the appropriate grade level instruction and,
9. We need to know more about the correctional facility treatment program and how it works.

Correctional facility personnel suggested that they were willing to learn more about the public school system and how they could assist in the educational progress of the residents. Several suggestions were identified by correctional facility personnel as means to improve the resident's overall school experience as well as the collaborative relationship between the two agencies. They suggested:

1. Direct involvement of correctional facility staff with the resident's teachers;
2. School personnel need to identify what type of information about the residents that they would find useful upon enrollment;
3. A designated staff person responsible for all school-related issues. This staff person should work from 8am to 5pm.
4. Collaboration with school personnel should center around more than just discipline issues;
5. Parents should be provided transportation, training, etc..to support their greater involvement;
6. Correctional facility staff need direct contact with teachers to monitor academic achievement rather than relying on written check sheets;
7. Correctional facility staff need to engage in joint planning with school personnel which prepares the resident for transition back to the public school;
8. Specific activities need to be developed which prepare the resident's families for transition of the resident back to their home school;
9. Correctional facility staff need training on Special Education issues;
10. The Secure Component school needs to be preparing the resident's for the expectations regarding the appropriate behaviors and learning required at the public school sites.

Limitations

Because residents and the resident's parents were not interviewed, potentially important information was unavailable to the study. In addition, information and the perspectives held by the Probation Officer assigned to The Leadership Academy were not obtained through interviews. The educational status of the residents discharged from the program and returned to their home school was not available, thus, limiting efficacy data.

This study may not be describing the typical as changes were occurring in the organizational structure, administration, personnel, procedures of the correctional facility at the time of the investigation. A small number of members of each organization were included in this study, that is to say not all of the correctional facility and school system personnel involved in the educational process of the residents were interviewed.

Summary

Collaboration and communication

Both correctional facility and school personnel indicated concerns regarding the lack of collaboration and the ineffectiveness of the current system of communication between the two organizations. Although perceptions regarding problems surrounding communication and the manner in which the organizations worked together differed in terms of the "cause" of problems; it appears clear that specific activities are needed which will increase the levels of trust; formal and informal communications structures should be developed; and formal procedures of collaboration between the two organizations should be defined.

Transition

Although the educational and correctional literature consistently points to the need for transition programming for adjudicated youth with and without disabilities, this study suggests that little is being done to effectively prepare residents to transition from the correctional facility back into the public school system. Webb and Maddox (1986) developed a model to promote the transition of juvenile offenders into the community, The Juvenile Corrections Interagency Transition Model. The model includes 36 strategies in four areas. The fours areas are awareness of other agency missions and activities; transfer of records when entering the correctional facility or returning to the public school; preplacement planning for the transition before the youth leaves the facility; and placement maintenance in the public school and ongoing communication between juvenile justice and public school personnel.

Parental involvement

Kroff (1985) suggests that when professionals and parents participate in cooperative relationships they can prevent, alleviate, or solve many problems that arise during the educational process of the child. Such relationships do not appear to exist among correctional facility staff, school personnel and the resident's parents. Correctional facility staff appear to be frustrated and unaware of how to engage parents in the treatment and educational process of the residents. School personnel indicated that they have "no idea" regarding what the role of the parents can or should be. The ambiguity felt by correctional and school personnel can only be exacerbated for the parents involved in the current system. Given that the goal is to integrate the students into their communities where their parents will once again be the primary supervising adult(s); is seems particularly important to include parents in collaborative ways in both the correctional facilities and the public schools.

Correctional facility educational program

The correctional facility education program appears to focus on independent, self-paced methodology that focuses on learning the "basics" (i.e. reading, writing, and arithmetic) and the State Academic Achievement Test content. Yet, formal assessment procedures to determine the appropriate level of instruction were not employed.

Cross-agency knowledge

Both school and correctional facility personnel indicated that there is a lack of understanding regarding each agencies mission, goals, policies, programs, services, and so forth. In addition, correctional facility and school personnel reported confusion and frustration relating to this lack of information and understanding.

Special education and related services

The literature consistently reports an overrepresentation of children with disabilities in correctional settings (Fink, 1990; Leone, Price, & Vitolo, 1986; & Rutherford, Nelson, & Wolford, 1986). Correctional education programs are specifically

included in the implementing regulations of P.L. 101-476 (Individuals with Disabilities Education Act of 1990). However, fewer than 10 percent of correctional education programs fully comply with the law (Nelson, Rutherford, & Wolford, 1986). Although this study did not evaluate whether or not the correctional facility was in compliance with the mandates of the Individuals with Disabilities Education Act, based on the data it is apparent that correctional facility staff were unaware of special education law, programming, and services. In addition, no IEP's (Individual Education Plans) were found in the records reviewed. There appeared to be no informal or formal procedures followed by school and correctional facility personnel when working with a resident currently using or in need of special education services. The current practices could forecast litigation for the correctional and public school systems. If Special Education administration personnel of the school district could be brought into activities of the administrative vertical team working in collaboration with the correctional facility staff, appropriate special educational services could result for residents.

Strengths of current practice

Personnel of the correctional facility and the public school generally expressed sincere interests in the welfare of the residents. Personnel from each organization articulated the essential role of each organization and there appeared to be a genuine desire to find more effective ways to serve students. Each organization appears frustrated with current practice and may therefore be open to change. There was open expression, by some personnel, to work toward improving current practice.

Recommendations

Collaboration

Juvenile offenders are served by many different agencies as they move through the corrections systems (Webb & Maddox, 1986). Limited interaction among

administrators of these programs results in poorly organized and often ineffective services for these youth.

Collaborative relationships are increasingly being established as a means of linking public school with human service and correctional agencies. Developing a collaborative relationship will require public school and correctional facility staff to determine common goals regarding the educational processes of the youth they serve. To achieve these goals will require the expertise of both organizations (Bruner, 1991). According to Franklin and Streeter (1995) collaboration will require the public school and correctional facility organizations to give up some of their autonomy, share resources and define common goals. Melaville and Blank (1991) give several suggestions in the development of such collaborative relationships:

- Learn how your partners operate: who is in charge, officially and unofficially? What are their needs, pressures, and perceived roles?
- Engage staff who will deliver services in joint planning from the earliest possible moment; keep all other staff well-informed.
- Create an effective working climate; establish rapport with key players; respect the procedures and conventions of the other participants.
- Ensure periodic communication at the highest administrative level among partners. Positive relationships at this level set the tone for effective relationships all the way down the line.
- Establish both formal and informal communication structures; use personal meetings as well as written correspondence.
- Present objectives from your partner's points of view; look for areas of agreement and be open to compromise.
- Earn credibility by efficiently meeting objectives and otherwise following through on promises (p. 23-24).

Such suggestions seem to hold promise to address issues identified in this study.

Educational Programming

Leone, Price, and Vitolo (1986) indicate many correctional facilities have difficulties coordinating curriculum with local school districts where adjudicated youth were previously enrolled and where they will attend once discharged. There is an assumed effect that suggests lack of retention of the residents in school. For example, in a follow-up study of incarcerated youth, most of the residents, after leaving the correctional facility, did not return to their school or dropped-out before receiving a high school diploma or its equivalent (Division of Corrections, 1982). This study found a lack of educational curriculum coordination but did not collect follow-up data on student retention. However, several areas of concern can be identified in terms of educational programming: (1) A lack of educational assessment and planning; (2) the use of remediation rather than acceleration; (2) a lack of knowledge among correctional facility staff regarding Special Education programming; and (3) the lack curriculum alignment between the correctional facility and public school.

Assessment

According to Pasternack, Portillos, and Hoff (1988) a critical component of educational services in a correctional facility is the development of a diagnostic classroom. A diagnostic classroom should include a comprehensive psychoeducational assessment in order to determine current academic abilities, the presence of a disability, preferred learning style, and academic strengths and weaknesses. This study identified no formalized assessment procedures to determine the appropriate educational program for each resident. A Diagnostic Classroom similar to the description of Pasternack et al. (1988) could be useful. According to Warboys and Shauffer (1986) if a correctional facility does not choose to evaluate every resident, then there must be some other means to ensure that students with disabilities are identified. There is no easy answer to who is responsible for identifying a resident's need for special education programming. However, attorneys have argued that the mere fact that someone is involved with the

juvenile justice system is an indication that he or she may have an education problem which is sufficient to trigger an evaluation (Warboys & Shauffer, 1986). Thus, correctional facility and public school administrators should jointly determine the authority and procedures necessary to assure special education screening.

Special education programming

Correctional facility staff should become familiar with special education processes including legal mandates, Admission Review and Dismissal (ARD) committee responsibilities, assessment and identification procedures, Individualized Educational Program (IEP) development, instructional interventions, follow-up evaluation and so forth. Successful Special Education support will require systematic collaboration between the two organizations.

Acceleration not remediation

An assumption underlying educational practice in the past has been basic skills must be mastered before students are given more advanced tasks. Current thinking, however, challenges this conceptual framework. According to Gemignani (1994), classrooms in correctional settings often reflect the old model, which emphasizes, remediation, workbook exercise, and drill and practice in the basics. These old methods of remediation have proved ineffective because they tend to be broad, repetitive and often fail to motivate those students most in need of high interest activities (Texas Education Agency, 1994). According to the data of this study, educational programming in the secure component focuses on "the basics" and "remediation" following old paradigms of instruction. In order to successfully prepare the residents to return to the public school system, correctional facility personnel should evaluate current instructional goals and practice, develop staff capability through in-service training, and provide accelerated instruction as recommended in the literature. Major components of Accelerated Instruction include:

- A focus on student strengths instead of weaknesses;

- Setting high expectations;
- A quicker instructional pace;
- Stimulating and diverse instructional practices; and
- Retraining all participants within the educational process (TEA, 1994).

Curriculum alignment

Both correctional facility and school personnel agree that there is a lack of coordination in terms of curriculum alignment and educational programming between the two organizations. Changes could be made that would prepare the residents to re-enter the regular classroom. For example, (1) the benchmarks used in the public schools regarding what students should "know" before entering a particular level of instruction should be used in the correctional facility; (2) school personnel could share lessons plans and exams for courses into which the resident(s) will re-enter the public school; (3) the same books and technology found in the public schools could be used in the correctional facility; (4) collaborative learning could become an instructional procedure; (5) homework correlated to the public school curriculum could be assigned to the residents; and, (6) the resident's should have access to a library to develop skills necessary for conducting research, writing papers and so forth, skills required for success in the public schools. In addition to the academic curriculum, specific instruction in social, daily living, and vocational skills should be a part of the curriculum found in each organization (Leone,Rutherford,&Nelson1991).

Additional strategies

It appears that correctional facility and school personnel underutilize the many resources available within the community or through state and federal programs. For example, Federal Title I monies could be allocated for use of the residents, providing additional instructional resources such as tutors. Local colleges and universities often need internships sites for students in various education and social programs. Such student manpower in training could supplement staff of both organizations in important

ways. Correctional facility personnel could have access to instructional resources, materials, and training often provided by the public schools and various educational intermediate units. Correctional facility and public school personnel could collaborate to submit grants addressing unique issues of juvenile offenders for submission to state, federal, and private sources. Such additional resources could prove important to improving educational programming for the residents.

Transition

Transitional planning and services are needed to bridge the pathways which juvenile offenders traverse, public schools and home/community to correctional facilities, and correctional facilities to public schools and home/community. Moran (1991) suggests that efforts to facilitate transition of youthful offenders between correctional facilities and public schools have proven to be highly ineffective due to a lack of planning. According to Gemignani (1994), a lack of transition planning and services may undo many of the benefits residents received through their educational programs while incarcerated. "Effective transitional programs will increase the students' rate of re-enrollment in their school, their high school graduation rate, and their success in independent living and employment" (Gemignani, 1994, p.3). According to Leone et al., (1991) "A successful transition to the community requires the coordinated efforts of institutional staff, families, probation and aftercare professionals and educators" (p. 2). However, the transition between correctional and public school systems is stressful for youth, their families, and various professional responsible for the juvenile (Webb & Maddox, 1986; Pollard, Pollard, & Meers, 1994. Significant commitment to the transition process is necessary.

The transition plan should be structured so that professionals, residents, and parents, know what to expect. Yet, it should be flexible enough to allow for the individual differences of residents. Such planning should include:

- Transfer of all pertinent records prior to enrollment;

- Determination of the classes and teachers that the resident will have prior to enrollment;
- Resident and parents should meet teachers, counselors and other relevant personnel prior to enrollment;
- Identification of potential difficulties that the resident might face in terms of academic, social, and behavioral issues based on the resident's history and current level of functioning with the data guiding the development of preventative interventions and safeguards;
- Ensure that the resident and resident's parents understand school policies and procedures as well as other issues related to Special Education;
- A designated representative from the correctional facility and the parent should be present when re-enrolling the residents into the public school;
- Correctional facility personnel should inform school personnel upon enrollment of the role and responsibilities of the parents, correctional facility staff, and probation officer; and

School personnel should be given adequate notice regarding the withdrawal of a resident from their school.

Parental Involvement

Educational and human service literature consistently reports that parental involvement positively influences the value a child or adolescent places on education. Unfortunately, current services often focuses upon the health and education of children without giving systematic attention to the psychological needs of the family. Fine and Gardner (1991) state, "Given the importance of parents in the lives of children, it seem vital that any kind of professional intervention in relation to the child should be concerned with supporting and strengthening the parents"(p. 33).

Correctional facilities and public schools need to jointly develop policy and procedures to assure parent involvement throughout the process. Mercer (1991) suggests

that the initial progress toward cooperation hinges on development of mutual respect between organizational personnel and parents. Barsch (1969) feels that parents prefer professionals who approach them as individuals, treat them with dignity, and convey feelings of understanding and acceptance. Fredericks (1994) states, "If at all possible, caregivers and families should be prime participants in the integrated service plan. The family is a valuable source of information..." (p.394).

Organizational Philosophy and Delivery Systems

According to Lewis, Schwartz, and Ianacone (1988) interagency cooperation and planning are often hampered by the conflicting philosophies and goals of education and corrections agencies. Maintenance of discipline and order are of central importance in correctional facilities; educational needs are central to schools, therefore, goals are often in conflict with one another.

Since educational and correctional organizations share in the responsibility for the educational process of the residents, the relationship between the two agencies must become collaborative. Interestingly, both organizations report problems as though they were exclusively problems found in the other organization. This phenomena supports what has consistently been identified throughout the correctional and educational literature. According to Fredericks (1994), schools act in isolation when coping with troubled youth and some interact with other agencies in a crisis situation; but few engage in any type of preventative or proactive programming. Mechanisms and opportunities for resolving these areas of dissonance should be developed.

Training needs

Educational preparation programs and educational professional organizations need to become aware of the existence and extent of problems associated with serving juvenile offenders (Fredricks, 1994). Unfortunately, even though the numbers of juvenile offenders are increasing dramatically and society expects schools and correctional facilities to serve these youths; few institutions of higher education are preparing

professional personnel to function in organizations which serve such youth. Of equal concern is the fact that while the literature and even legislation support an integrated service delivery system across organizations, most training of personnel occurs in isolation. For example, there is minimal content included in educator preparation programs devoted to appropriate techniques of intervention for juvenile offenders. Other human service preparation programs such as social work minimally include school/instructional information in their programs. Joint training or at least shared information between preparation programs should be developed. An examination of the continuing education activities of professional organizations does not suggest that these information and skill needs are being met or training opportunities provided once individuals have completed preprofessional training.

Conclusion

American youth are not fairing well in society. This crisis needs to be acknowledged in educational, judicial, and other service delivery systems. This study attempted to develop a greater depth of understanding of the involvement of two primary human service organizations who provide services to juvenile offenders. Descriptions have been provided of how public schools and correctional facilities interface and the possible effects of this interface on programs which serve juvenile offenders. This study enriches the literature and supports other work (Lewis et al., 1988; Pollard, Pollard, & Meers, 1994; Watanabe & Forgnone, 1990) which suggests that juvenile justice and public school systems must work together to effectively meet the needs of this growing population of youth. The focus of future efforts must be on how to facilitate this joint effort.

References

Baker, F. (1991). Saving our kids from delinquency, drugs and despair. New York: Harper Collins Publisher.

Barsch, R. H. (1969). The parent teacher partnership. Arlington, VA: Council for Exceptional Children.

Bazelon, D.L. (1983). An untutored view of comprehensive care. Peabody Journal of Education, 60, 99-107.

Bruner, C. (1991). Thinking collaboratively: Ten questions and answers to help policymakers improve children's services. Washington, DC: Educational and Human Services Consortium.

Carriker, W.R. (1963). Role of the school in prevention of juvenile delinquency. Washington, DC: Government Printing Press.

Constable, R., & Walberg, H. (1988). School social work: Facilitating home, school, and community partnerships. Urban Education, 22, 429-443.

Division of Corrections, Department of Health and Social Services (1982). Educational follow-up study of juveniles released from Ethan Allen and Lincoln Hills Schools. Madison, WI: Author.

Edgar, E., Webb, S., & Maddox, M. (1987). Issues in transition: Transfer of youth from correctional facilities to public schools. In C.M. Nelson, R.B. Rutherford, Jr., & B.J. Wolford (Eds.), Special education and the criminal justice system. Columbus, OH: Merrill.

Elder, J.O. (1979). Coordination of service delivery systems. In P.R. Magrab & J.O. Elder (Eds.), Planning for services to handicapped persons: Community, education and health (pp. 193-210). Baltimore, MD: Paul H. Brooks.

Empey, L. & Lubeck, S.G. (1963). Explaining delinquency. Lexington, MA: Lexington Books.

Fine, M.J. & Gardner, P.A. (1991). Counseling and education services for families: An empowerment perspective. Elementary School Guidance & Counseling, 26, 32-45.

Fink, C.M. (1990). Special education inservice for correctional educators. Journal of Correctional Education, 41 (4), (186-190).

Franklin, C. & Streeter, C.L. (1995). School reform: Linking public schools with human services. Social Work, 40, (6), pp. 773-782.

Fredericks, B. (1994). Integrated service systems for troubled youth. Education and Treatment of Children, 17 (3), 387-413.

Gemignani, R.J. (1994). Juvenile correctional education: A time for change. OJJDP Update on Research.

Glaser, B.G. & Strauss, A.L. (1967). The discovery of grounded theory: Strategies for qualitative research. Chicago: Adline.

Gold, M. & Mann, D.W. (1972). Delinquency as defense. American Journal of Orthopsychiatry, 42, 463-479.

Jacobsen, J. J. (1983). Learning disabilities and juvenile delinquency: Where are we today? Journal for Special Educators, 19 (2), 64-73.

Karez, S.A., Paulson, D.R., & Mayes, W.T. (1985). Abrupt transitions for youth leaving school: Models of interagency cooperation. Techniques: A Journal for Remedial Education and Counseling, 1, 497-504.

Kauffman, J.M. (1989). Characteristics of behavior disorders of children and youth (4th ed.). Columbus, OH: Merrill.

Kratoville, B. (1979). Youth in trouble. San Rafael, CA: Academic Therapy Publications.

Kroff, R.L. (1985). Communicating with parents of exceptional children. (2nd ed.). Denver: Love.

Leone, P., Rutherford, R., & Nelson, C. (1991). Special education in juvenile corrections. Reston, VA: The Council for Exceptional Children.

Leone, P.E., Price, T., & Vitolo, R.K. (1986). Appropriate education for all incarcerated youth: Meeting the spirit of P.L. 94-142 in youth detention facilities. Remedial and Special Education, 7, (4), 9-14.

Lewis, K.A., Schwartz, G.M., & Ianacone, R.N. (1988). Service coordination between correctional and public school systems for handicapped juvenile offenders. Exceptional Children, 55 (1), 66-70.

Melaville, A. I, & Blank, M. J. (1991). What it takes: Structuring interagency partnerships to connect children and families with comprehensive services. Washington, DC: Education and Human Service Consortium.

Mercer, C.D. (1991). Students with learning disabilities (4th ed.). New York: Macmillan Publishing Company.

Moran, P.M. (1991). Special education and transition services in a detention center school.

Nelson, C.M., Rutherford, R.B., & Wolford, B.I. (1986). Handicapping offenders: Meeting education needs. Correctional Education Training Project, 2-3.

Nelson, C.M., Rutherford, R.B., & Wolford, B.I. (Eds.). (1987). Special education in the criminal justice system. Columbus, OH: Merrill.

Pasternack, R., Portillos, R., & Hoff, H. (1988). Providing an appropriate education to adjudicated and incarcerated juvenile delinquents: The challenge to correctional education administrators. Journal of Correctional Education, 39 (4), 154-159.

Patton, M. Q. (1990). Qualitative evaluation and research methods (2nd ed.). Newbury Park: Sage Publications.

Pollard, R.R., Pollard, C.J., & Meers, G. (1994). Determining effective transition strategies for adjudicated youth with disabilities: A national delphi study. Journal of Correctional Education, 45 (4), 190-195.

Rutherford, R.B., Nelson, C.M., & Wolford, B.I. (1986). Special education programming in juvenile corrections. Remedial and Special Education, 7 (3), 27-33.

Silberberg, N.E. & Silberberg, M.C. (1971). Achievement and delinquency. Review of educational research, 41, 17-31.

Swan, W.W. & Morgan, J.L. (1993). Collaborating for comprehensive services for young children and their families: The local interagency coordinating council. Baltimore, MD: Paul H. Brooks.

Texas Education Agency (1994). Closing the Gap: Acceleration vs. Remediation and the Impact of Retention in Grade on Student Achievement. Austin, TX: Author.

U.S. Department of Justice, Federal Bureau of Investigation. (1994). Crime in the United States, 1993: Uniform crime reports. Washington, DC: Author.

U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention. (1994). Delinquency cases in juvenile court 1992. Washington, DC: Author.

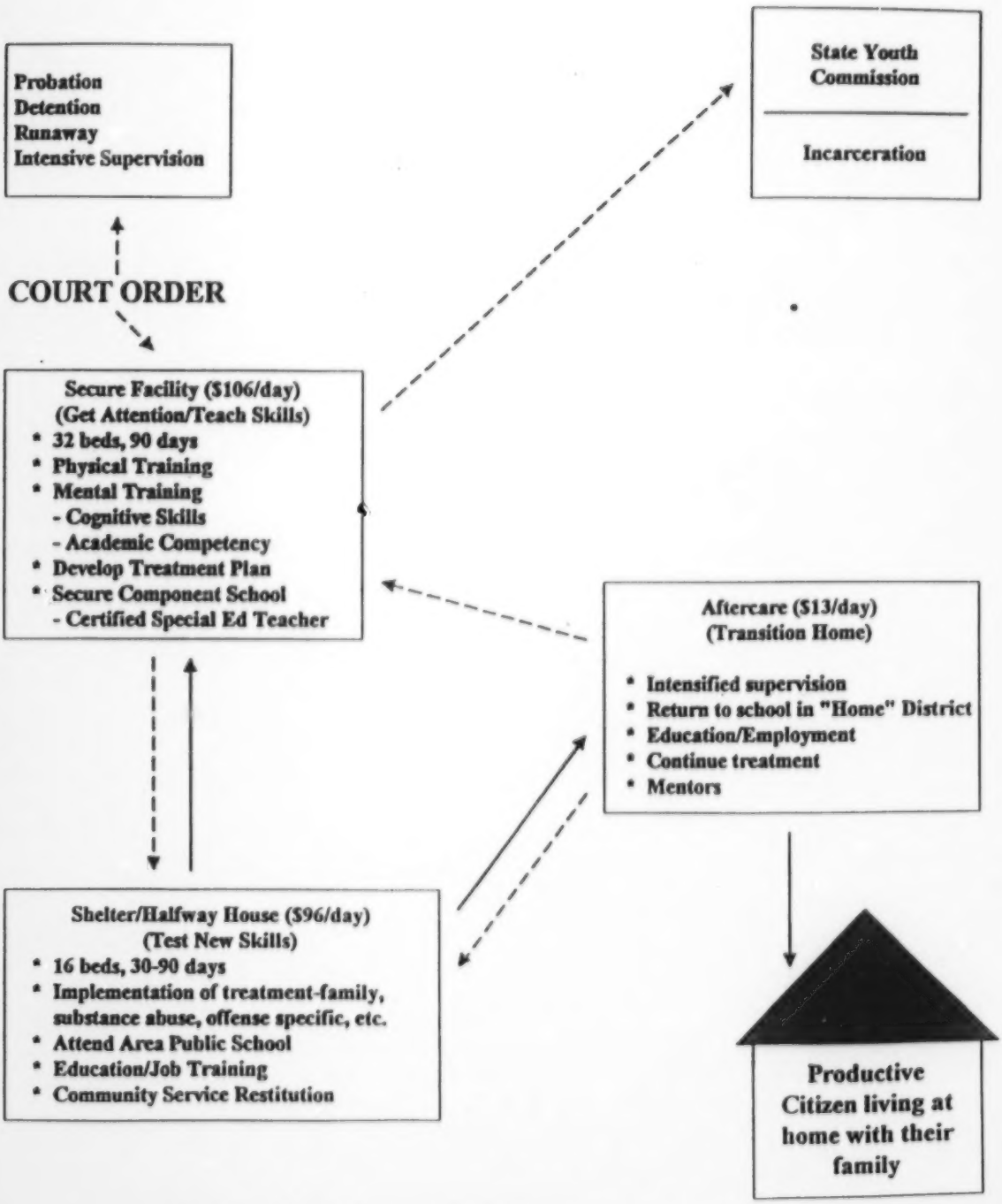
Watanabe, A.K. & Forgnone, C. (1990). The mentally handicapped juvenile offender: A call for transition. Journal of Correctional Education, 41 (1), 20-24.

Warboys, L.M. & Shauffer, C.A. (1986). Legal issues in providing special educational services to handicapped inmates. Remedial and Special Education, 7 (3), 34-40.

Webb, S., & Maddox, M.E., (1986). The juvenile corrections interagency transition model: Moving students from institutions into community schools. Remedial and Special Education, 7, (3), 56-61.

Appendix 1

Intermediate Sanctions Program Design
The Leadership Academy



Broken Arrows Indicate Negative Behavior Change
Solid Arrows Indicate Positive Behavior Change